

# AMERICAN JOURNAL OF EDUCATION

AND NATIONAL EDUCATOR.

Universal Education—The Safety of a Republic.

VOL. XXII.

ST. LOUIS, APRIL 9, 1889.

No. 4

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T S Y P F L G

Coe, spy, sight, sale, stow pace, soap, space,

case, oak, mico, sow.

HEAD:

WRITE:

Toe, know, ask, ape, ate, same, sake, sane, sty, signa-

DIRECTIONS. Be careful to make P, T, K, M, and N, all the same length, rather small, and LIGHT as possible, not SHADED. O is a short, heavy dash, so written as to point directly towards the mark near which it is placed. Words are written BY SOUND, that is, THE EASIEST WAY POSSIBLE; thus: NI for high; MO for now; PI for pie, etc. The pupil will easily learn this short method by writing the words over and over many times.

WHAT TO DO. Carefully copy all the words in this lesson five to ten times. Then send one copy of it to us. We will correct it free, and return it promptly. Use foolscap paper, a good pen, and black ink. You are requested to attend to this without delay. Your questions will be cheerfully answered, and the second free lesson furnished. You will obtain some useful and interesting practice by writing MAY in Short-hand as many times as you can in one minute. Try often, and you will find you can write it 25 to 40 times.

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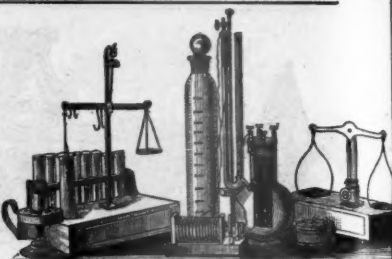
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VOL. XXII.

ST. LOUIS, APRIL 9, 1889.

No. 4.

Printed for the Editors, by FERRIN & SMITH, and "Entered at the postoffice at St. Louis, Mo., and admitted for transmission through the mails at second-class rates."

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We wish all our subscribers and correspondents would put the name of the State and the County on their letters as well as the name of the Post-office, so that we can do the same when we send this JOURNAL to them then they will receive it regularly.

READ Senator Blair on "The Danger" to our schools.

THE school fund of Illinois (as see page 4) will be increased by the passage of the Blair Bill nearly two millions of dollars. The twenty thousand teachers of the State are doing a great work, but the school terms are yet too short, and the compensation given is altogether inadequate.

Do not these teachers earn and deserve larger salaries. We think they do.

### AMERICAN JOURNAL OF EDUCATION

#### And National Educator.

St. Louis, April 9, 1889.

J. B. MERWIN ..... Managing Editor  
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PROF. I. BALDWIN, Associate Editors  
PROF. R. C. NORTON,

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MISSOURI would secure an addition to her school fund of over two and a half millions of dollars which is now idle in the United States Treasury, by the passage of the Blair Bill.

We need every dollar of this money to increase the length of the school term and pay our teachers more promptly and liberally.

We hope every teacher in the State, after reading Senator Blair's article, in another column, will unite with us in a movement to secure the passage of this bill.

WRITE us fully as to the condition of the schools; length of school term; attendance, etc. Give us the facts.

WE hope school officers in all the States will make more liberal provision for the next term of our schools.

The teachers ought to have an increase of wages, and those who have proved to be efficient should be re-employed early.

The best authorities say there are millions of bushels of grain yet unsold, and corn and cotton are abundant in proportion, so that everybody feels well, and the result ought to be an increase in the school term and an increase in the wages of teachers in all the States. We hope this increase will be provided for at the annual meetings soon to be held.

Let the teachers themselves, in the country especially, read up and get posted on these facts, and talk them over with the patrons and tax-payers, so that they may all understand it.

This is just the kind of practical information needed.

Is not this blight—this incubus—upon the State University rather an expensive luxury for the tax-payers of Missouri?

The Curators say in their report "that the enrollment of students for the year is not less than ten in excess of any former year of the University," and yet "the Laws' administration of ten years has cost \$705,949.78."

What is there to show for this expenditure? What—why this—the Committee say officially, "We find, much to our mortification that the young people of our State go elsewhere to finish their education." This is what the tax-payers of the State get for the \$705,949.78.

And the Committee say further, officially, "that this institution has been under the present management for twelve years and the deplorable state of facts exists as above stated."

This is what the tax-payers get for the \$705,949.78 expended.

Do the tax-payers want this incubus and blight upon the institution continued? Have we not had enough of it! Is it not time for a change? and that without further delay?

We think so.

REMEMBER that the \$77,000,000 of surplus now on hand—devoted to education—will increase the length of the school term in all the States.

It will increase the wages and standing and respectability and usefulness of every teacher in all the States.

It will help the school officers to provide more liberal and prompt compensation for our teachers in all the States.

It will add to the prosperity and happiness and intelligence of the people in all the States. It will hold in check crime and lawlessness and reduce taxation in all the States.

Forty-four United States Senators voted for this beneficent measure.

Let us have all the facts, and the exact facts, as to the length of the

school term, and also as to the school attendance.

We shall be able to help the school interests in all the States if we can get at the facts.

We hope teachers in all the States will unite now with Senator Blair and the other forty-four United States Senators, to secure the passage of the Blair Bill.

KEEP the facts as to the value and importance of the great work our teachers are doing, before the people. When they fully understand this they will provide longer school terms and more prompt and liberal compensation in all the States. Keep the facts before the people.

WHEN we remember that forty-four United States Senators, including President Harrison, said by their votes that the important work done by the teachers in the United States, even with short terms and small pay, is so valuable that they are not only willing, but anxious, to supplement it, by appropriating \$77,000,000 to aid and extend it, we certainly ought not to question either its necessity nor its constitutionality. These two points are settled.

What do the four hundred thousand teachers say to this proposition? Are they co-operating—each and all of them—and are they securing, by an intelligent discussion of the needs of the schools the short terms, and small wages now paid in all the States, the co-operation of all their friends to secure the passage of this all-important measure?

LET us renew our demand and press it constantly for a minimum salary of \$50 per month for our teachers in all the States and a maximum salary up to what our teachers are worth. Let us also insist that the schools should be open nine months out of the twelve in all the States.

If we have not money to do this let us distribute the \$77,000,000 of surplus now in the Treasury in the shape of Federal Aid for the schools in all the States.

READ Senator Blair's appeal to the teachers, to *help themselves*.

You know President Harrison, while a member of the United States Senate, after a full and exhaustive discussion of the provisions of the Blair Bill, and the reasons given for its passage, *voted for the bill*.

Hon. L. Q. C. Lamar, one of the judges of the Supreme Court, while a member of the United States Senate, made a speech in favor of, and *voted for the Blair Bill*.

Forty-four United States Senators, representing all sections of the country and all shades of political belief, registered themselves in favor of distributing \$77,000,000 of the surplus now on hand for schools.

Now, then, let the teachers, school officers, tax-payers, parents and all others interested in Education, work for the passage of the Blair Bill.

If we are able in *all* the States in the Union to pay for properly educating the children, then let it be done. If, on the other hand, for any reason we are not able, in all the States, to pay a minimum salary of \$50 per month, and to keep the schools open at least nine months out of the twelve—then let the \$77,000,000 of the surplus of money belonging to the people, *now on hand* and locked up in the United States treasury, be distributed without delay on the basis of illiteracy. We are able to give every child in the Nation a good common school Education. That is the primary duty now pressing upon us.

Let the people in all the States inquire as to the *length* of the present school term; or rather—the *shortness* of the school term in the country districts, where nine-tenths of the children get all the schooling they will ever get; then let them ascertain the rate of wages paid—a very low rate in all the States—altogether too low—and if they do not then see the absolute necessity for the passage of the Blair Bill, distributing \$77,000,000 for school purposes, let them consider the other startling fact that these amounts are based on the *illiteracy now existing*, and that illiteracy is on the increase.

This money is now on hand in the United States Treasury, useless.

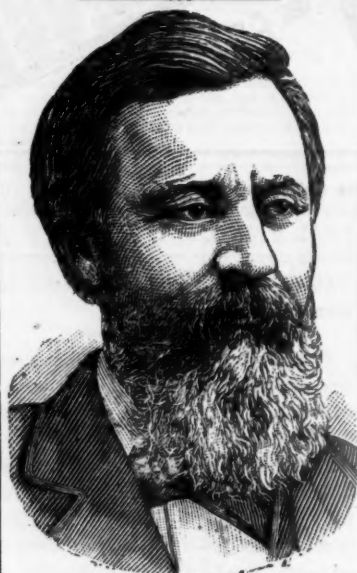
Yes, keep these facts before the people until their active and persistent co-operation is secured for the enactment of this wise and beneficent measure.

Let the teachers sign petitions, and let school officers sign petitions, and let *tax-payers* sign petitions and send them in.

We hope now that the *four hundred thousand teachers* in the United States, and the *ten times* this number of school officers and tax-payers, will endorse the liberal and beneficent action

of the Forty-four United States Senators who voted for the Blair Bill, and work for the *immediate* passage of this measure.

\$77,000,000 is worth a strong effort, especially when it will so largely inure to the education of the people; and this surplus is *on hand*, and more too. Let us unite and secure this money for education before it is squandered for other and merely political purposes.



HON. H. W. BLAIR.  
UNITED STATES SENATOR FROM  
NEW HAMPSHIRE.

#### IN DANGER.

"By a divine instinct  
Men's minds mistrust ensuing dangers."  
—SHAK.

WE have seen no more important or appreciative word spoken in behalf of

#### THE TEACHERS

of the United States and their work, than the utterances of United States Senator H. W. Blair, of New Hampshire. Three times he has secured the passage of the Bill for Federal Aid, through the United States Senate, appropriating \$77,000,000 of money to compensate, extend, and establish the work our teachers are doing.

Under date of March 8, 1889, he says other strong, grand and stirring words for them as follows:

"The profession of the school teacher is the *first of all in real importance*. Upon its proper development and the faithful discharge of the duties which belong to it, depend the present and the future of humanity. I do not mean by this to underestimate the three learned professions—divinity, medicine and the law—but none of these are of much use, in fact neither one of them is likely to accomplish great good among an *ignorant people*. Unless the formation and work of the teacher precede them they perform little that is desirable among the people of any community.

In this great avocation the laborer is

#### WORTHY OF HIS HIRE.

Of the teacher as well as of the

clergyman it might be said that as he ministers to others in moral and intellectual things, so has he the right to be sustained fully in temporal things. All earthly services of one human being to another, or to society, are properly convertible into money in a certain and important sense. The community has no right to appropriate to itself the special services and sacrifices of any person without some form of requital to him or to his. The martyr has the right not only to his crown, but also to his cash if he needs it, and if not he, then those who take from him in his right.

Now the teachers of the public schools of this country have become one of the most important factors in our civilization. To obliterate their work or seriously to enfeeble them in its prosecution would reduce the country to barbarism in twenty years. The wealth of the country would disappear. Religion would become superstition. Slavery which is only the outward form of ignorance, would chain all races and classes alike. The republic would be no more. The dark ages would brood over the continent, and mankind would face to the midnight instead of the morning.

#### AMERICA'S PUBLIC SCHOOLS.

The great work of America and for America has been done and is now being done in the free public school. There it will continue to be done or it will not be done at all. There has never been any school but the free school which taught or produced freedom. That system now extends in theory all over this country. Those who are engaged in that high avocation are the true saviors and defenders of American liberty and of human happiness. Just in proportion as the system of free schools, educating the mental and moral nature of each child, expands and flourishes, does the public wax stronger and stronger and stronger and its foundations become eternal. And as the avocation of the public teacher is magnified and its sphere of operations enlarged, and its labors, being more and more felt, and, therefore, the more highly appreciated, are correspondingly remunerated according to their real value, so with equal step shall the free school system become more and more secure in its hold upon the public affection, because more and more promotive of the public welfare.

#### IN DANGER.

The American teacher ought to understand that his vocation is in danger. If the American people maintain this great profession they have the right to expect that it will at least protect itself, or warn them of the existing danger. The American teacher ought to say that his soul and body are his own. The establishment of the denominational school for the children of the masses of our people will be the

his indispensable work. The great South cries out for intelligent and competent teachers to train up the children of 25,000,000 free American citizens. The hearts of the whole people open their treasury to supply the money for this tremendous work upon which the fate of the republic depends. The triumph of the public school system in the South saves the future of the country. Nothing else will do it.

#### THE TEACHERS MUST DECIDE.

The teachers of America can decide what system of schools shall prevail ultimately in the South. That question is being settled. The people are as ignorant and dumb as lambs led to the slaughter. The leaders know better, but they are overawed. The press is under a spell. Worse! A free press has been our boast. But the press is generally false to its trust. It is allied with the public enemy. If not thus it is silent. It has failed us in our extremity. The religious press (so called) if not false is often cowardly.

Can we not at least appeal to the teachers of the country to step forward now, to protect their high and holy vocation and to save the free school?

Whoever saves the free school saves the republic."

Let our tax-payers and the school officers and parents give our teachers and educators that cordial and generous recognition which their faithfulness and their work deserves.

It is a fact that all people who are at all worthy like to be recognized—like to have their work appreciated. There is more in this recognition than people dream of.

Shakespeare says:

"If I should tell thee, o'er this, thy day's work,  
Thou'ldst not believe thy deeds,"

but  
"Words sweetly placed and masterly directed,"  
in recognition of work done by the humblest laborer in any and all avocations,  
"Take all ears captive,"  
and carry help and strength with them.

#### MAKING PROGRESS.

"Defer no time—  
Delays have dangerous ends."  
—SHAK.

WE who advocate Federal Aid for the education, and enlightenment of the more than six millions of illiterate citizens of this Republic, have carried the measure through the United States Senate *three times*—securing *forty-four* votes for the measure.

We have elected a President of the United States who spoke for and voted for the measure while a member of the United States Senate.

Chief Justice L. Q. C. Lamar of the Supreme Court of the United States voted for the measure while a member of the United States Senate.

The ablest constitutional lawyers and the former Attorney-General of the United States have *voted* for this bill.

Why then should not the *four hundred*



red thousand teachers of the United States work for, discuss and agitate for the passage of this Bill?

\$77,000,000 of money would add materially to the length of the school term in all the States and increase the wages of teachers in all the States, without greatly adding to the taxation for school purposes.

Let us all take hold and work for the passage of the Blair Bill or for Federal Aid.

### AN INTERESTING TABLE.

"He doubles his gifts  
Who gives in time."

—SHAK.

THE subjoined Table, prepared by the National Bureau of Education, will show you the exact sum each State and Territory will receive if the disbursement of \$77,000,000 of money is made as contemplated by the Blair Bill on the basis of illiteracy.

Every teacher, school officer, taxpayer, and all others who believe that intelligence is safer and better than ignorance in this nation, should study this table carefully—in the light and experience of our short school terms, and the inadequate compensation afforded our teachers.

The passage of the Blair Bill and the distribution of this \$77,000,000 will do much to remedy both these evils. We hope it will also help to remove the illiteracy of six millions, which is now actually on the increase!

Each State and Territory will secure the following amounts:

Alabama.....	\$5,370,848.45
Arizona Territory.....	72,358.30
Arkansas.....	2,503,170.97
California.....	662,051.95
Colorado.....	129,783.50
Connecticut.....	352,202.22
Dakota Territory.....	59,737.09
Delaware.....	240,559.17
Florida.....	993,548.79
Georgia.....	6,448,482.66
Idaho Territory.....	22,031.23
Illinois.....	1,891,616.46
Indiana.....	1,372,441.26
Iowa.....	557,532.84
Kansas.....	489,147.72
Kentucky.....	4,316,930.63
Louisiana.....	3,945,651.48
Maine.....	274,708.81
Maryland.....	1,666,442.85
Massachusetts.....	1,152,116.61
Michigan.....	789,592.67
Minnesota.....	428,060.02
Mississippi.....	4,624,339.33
Missouri.....	2,586,674.03
Montana Territory.....	21,051.46
Nebraska.....	142,843.63
Nevada.....	50,419.04
New Hampshire.....	177,216.30
New Jersey.....	659,809.18
New Mexico.....	708,220.58
New York.....	2,721,066.98
North Carolina.....	5,749,121.37
Ohio.....	1,633,718.21
Oregon.....	91,978.52
Pennsylvania.....	2,825,324.98
Rhode Island.....	307,210.44
South Carolina.....	4,582,792.26

Tennessee.....	5,089,262.62
Texas.....	3,920,913.78
Utah Territory.....	109,363.10
Vermont.....	196,236.51
Virginia.....	5,832,498.25
Washington Territory.....	48,188.66
West Virginia.....	1,057,895.33
Wisconsin.....	688,420.03
Wyoming.....	6,889.40

Alaska shares in the appropriation.

Forty-four United States Senators say the work done by our teachers is so important and so valuable that they voted (to maintain and increase this work) \$77,000,000 of money.

What do the teachers themselves think of their work? Will they unite with us and these forty-four United States Senators to secure better compensation and longer school terms? We hope so.



REV. T. DEWITT TALMAGE.

### AWFUL STATISTICS.

"The time will come,  
That, foul sin, gathering head,  
Shall break into corruption."

—SHAK.

DR. TALMAGE, in a recent sermon, made a plea for the passage of the Blair Bill, showing its necessity in New York, New England and in Pennsylvania, as much as in any portion of the South.

New York would receive \$2,721,066.98 if the Blair Bill were passed, and New York needs every dollar of this money to-day—nearly three millions.

Dr. Talmage says:

"A community can no more afford to have ignorant men in its midst than it can afford to have uncaged hyenas. Ignorance is the mother of hydra-headed crime. Thirty-one per cent. of all the criminals of

NEW YORK

can neither read nor write. Intellectual darkness is generally the precursor of moral darkness.

I know there are educated outlaws—men who through their sharpness of intellect, are made more dangerous. They use their fine penmanship in signing other people's names,

and their science in ingenious burglaries, and their fine manners in adroit libertinism. They go their round of sin with well-cut apparel, and dangling jewelry, and watches of eighteen carats and kid gloves. They are refined, educated, magnificent villains. But that is the exception.

It is generally the case that the criminal classes are as ignorant as they are wicked. For proof of what I say, go into the prisons and the penitentiaries, and look upon the men and women incarcerated. The dishonesty in the eye, the low passion in the lip are not more conspicuous than the ignorance in the forehead. The ignorant classes are always the dangerous classes. Demagogues marshal them. They are helpless, and are driven before the gale.

It is high time that all city and State authority, as well as the Federal Government, appreciate the awful statistics that, while years ago, in this country, there was set apart 48,000,000 acres of land for school purposes, there are now in New England 191,000 people who can neither read nor write, and in the State of

### PENNSYLVANIA

222,000 who can neither read nor write, and in the State of New York 241,000 who can neither read nor write, while in the United States there are nearly 6,000,000 who can neither read nor write. Statistics enough to stagger and confound any man who loves his God and his country."

Pennsylvania, you see, will receive an addition to her school fund of nearly three millions. Every dollar of this money is needed to increase the salaries of her faithful teachers and to lengthen the school terms.

Will the teachers of New York and Pennsylvania unite with us and with the forty-four United States Senators to secure Federal Aid? We hope so.

We hope, when our four hundred thousand teachers in the United States read the article by Senator Blair in this issue, they will unite with him at once for a successful effort to secure the passage of the Blair Bill. It has passed the Senate three times already. Seventy-seven millions of money for education will help materially in all directions all along the line. Let us secure this money for education before the politicians spend it for merely partisan purposes.

### THE THREE VITAL YEARS.

"Tug for the time to come."

—SHAK.

HALF the school-boys or more than half, leave school by the age of about eleven years—in the great cities of New York, Chicago, Brooklyn, St. Louis, New Orleans, and other cities. The statistics show it. The Superintendents show it.

In other words, more than half of the children, even under the best or-

ganized school systems, do not attend school more than three years. With shorter terms and poorer facilities, the attendance in the rural districts, in most of the country schools, is even less than in the city schools.

From eight to eleven then, are the three vital years for all such children—boys and girls; the vital years affecting and controlling and overruling the whole after-life. Then or never is the alternative. Then or never is the child to be educated, enlightened, trained, inspired, elevated, ennobled, refined. The fruits of all later years are to be harvested and garnered from the brief seed time of three years, and those the tender years, the fledgling years, the swift years of childhood.

Eight years old! How little the power to learn, or to remember, or to reason, or to compare, or to think. Eight years old! What does the child then know, what can it study? The average development of children at that age is not large, even in spelling and reading, and rudiments of arithmetic. We are speaking of the average—not such exceptions as Margaret Fuller, or John Stuart Mill, or the earlier President Timothy Dwight, or any Admirable Crichton.

The primary school course ought to be expressly fitted to the wants of this immense number of young children—even more critically and lovingly fitted to their needs than any other. Select the very best books for these little folks, because they have so little time to spare, so much need to be prepared for life.

If a farmer or gardener or merchant had only three months in a year to do his business in, he must make the best use of the scanty time; not lose a day nor an hour—like the hotel-keepers of summer-resorts.

Three years to learn! Then gone to business, no longer to learn mainly as scholars, but to earn as tollers in the field of business. Even if educated most skillfully and earnestly during these swift years, even if favored with the best of teachers, and health, and full terms of tuition, and the best appliances, yet at eleven years, how little is a child fit to earn a living. We must recur again to the subject.

LEVI WELLS HART.

CIRCULATE the printed page among the people; show them the condition of our schools, the short terms, the short hours; how little time the children can be spared to attend school; and then they will take hold and help in every way possible to make the school terms longer and to provide for the more liberal and prompt payment of our teachers, in all the States. The teachers need to work unitedly and constantly in this direction, just as other people do, who mean to win.

LET our teachers get out of and above this ring of inanities called "methods."

# ARKANSAS

## EDITION

### American Journal of Education.

\$1.00 per year in advance.

FRANK J. WISE, Pine Bluff, Ark., } Editors.  
J. B. MERWIN..... }

ARKANSAS will receive an addition to her school fund of over *two and a half millions* of dollars by the passage of the Blair Bill.

This money is all needed now. It is in the United States Treasury idle. Is not this the *best* way to spend this surplus? Forty-four United States Senators voted to do this. Ex-Attorney General of the United States, A. H. Garland, voted for this bill while a member of the United States Senate.

We hope every teacher, school officer, and tax-payer in Arkansas will unite with us in a continuous effort to secure the passage of this bill.

Please write to us and state the exact facts as to the condition of your schools; the length of the school term; the salaries paid; the attendance, etc. We think with these facts in our hand we shall be able to render efficient service in providing a remedy.

We ought now to increase the length of the school terms in *all the States*, and the compensation of competent teachers at the same time. If the people are not able to do this, then let us pass the Blair Bill and secure the money, \$77,000,000, to do our children and the teachers this justice.

Consult the figures on page 4, as to what money your State will secure by the passage of the Blair Bill, and then sign and send petitions for the passage of the bill for Federal Aid.

We must have, by local taxation, and by the help of Federal Aid if necessary, such a system of education as shall uplift the humblest, rudest, worst-born child in all the land, to a comprehension and realization of all its rights, which shall bring forth and bring up noble men and women trained for American citizenship.

No teacher can antedate his experience, or guess what faculty or feeling a new object shall unlock, any more than he can draw to-day the face of a person whom he shall see to-morrow for the first time.

How empty and narrow and parrot-like a previous "method" must be in the light of such a fact.

OUR teachers in their work are prophets.

"The swelling wave of time resistless rolls,  
Nor bridge, nor dike, nor dam its onward rush controls;  
He, He alone, who can the raging ocean bind  
Can check the mighty progress of a people's mind."

LET us see to it, that these wise words of Prof. S. S. Parr, Principal DePauw Normal School, Indiana, are clearly and definitely understood by the school directors and trustees in all the States.

He says: "The live teacher who is provided with the proper tools for teaching, commands from \$10.00 to \$50.00 more per month than those who are not thus provided, because so much more work can be done in the school room, and so much better work can be done with these proper tools for teaching."

All the while with these helps our teachers are generating new forces which play through them and pass beyond them into the lives of their pupils, and into imperishable instruction and inspiration for good.

### OBJECT TEACHING.

It is a settled fact in education that the pupil, in order to do the most and get the best, must have something the eye can rest upon to aid the mind to comprehend facts and principles. Hence the necessity of providing Outline Maps, Charts, Globes, Blackboards, etc., for every school, if you would have students to advance properly and successfully.

By the use of these helps the attendance will be largely increased; the interest in every study will also be greatly enhanced; the discipline improved; and the effectiveness of the teacher MORE than DOUBLED, because so much more can be done by both the teacher and the pupils within a given time.

#### WHAT IS THE COST?

Only ten cents per year!

Say the entire outfit of Maps, a Globe, Blackboards and a set of Charts costs \$80.00, and they last twenty years, that would be only \$3.00 per year and *all the pupils* in the school get the full benefit of all these things for this trifling expense. If there are thirty pupils, it would be ten cents per year to each pupil only.

Do you not think it would be worth ten cents to every pupil and to the teacher, to have the use of a Globe, a set of Outline Maps, Reading Charts, and plenty of Blackboard surface, for practice in figures, drawing, writing, etc.?

It seems to us that after duly considering these facts, every parent, every conscientious school director, every wise teacher, every patriotic legislator will demand that these essential articles be provided for every school without further delay.

LET us dwell with lofty enthusiasm upon the steady, faithful work our teachers do for the people.

THE Bible, Homer and Shakespeare are a trinity, whose inspirations our teachers will do well constantly to seek.

## "Practical Suggestions."

The school terms—in the country schools are so short—only twenty days per month, for three or four months, only sixty to eighty days, of but six hours a day.

The school terms, you see, are so short that parents of the children, school officers, teachers and all patrons of our schools, realize the fact, that for the time pupils are in the school, the best facilities should be afforded to enable the children to study to the best advantage and to get the *most possible* in the least time. In order to do this, it is a fact, that properly constructed desks and seats are an *absolute necessity* in every school house.

Provision should be made for the seats and desks in building a school house, as much as for the floor or roof to the building, and at the same time these are contracted for.

We call attention to this matter thus early and specifically, because we have found after an experience in furnishing school houses, extending over more than twenty-five years at this point, that great trouble and annoyance to the schools has been caused by the delay on the part of the school officers in ordering desks and seats early enough to get them and put them in place in time to be ready for use. From sixty to ninety days notice should be given to get out the order, and get it to its destination, to insure the desks being on hand and set up in the school house when you need them. Especially in these days of strikes on the railroad and in the foundries and factories.

It takes from \$75,000 to \$100,000 to keep up and on hand a full stock of all the varieties, sizes, and styles of school desks we manufacture, and there is no profit in the business to warrant such a large outlay of money to be locked up in stock.



Look at this old Rookery! Nothing need be said of it.

The picture is one of desolation and depravity, forbidding and repulsive. Don't drive your children into such a "pen" as this and keep them there six hours a day and make them sit on this old



SLAB PUNCHEON SEAT,

the legs sticking up two or three inches through it, with no back, and so high that the feet of the children swing midway to the floor, producing curvature of the spine and round

shoulders, thus endangering their health and usefulness as long as they live.

IN CONTRAST TO THIS ROOKERY, WE PRESENT BELOW



A MODEL SCHOOL BUILDING,

That will seat 60 pupils, and need not cost to exceed from \$300 to \$600 all furnished with the best sittings, of MERWIN'S IMPROVED GOTHIC Desks and Seats.

The facts are that school officers whose sworn duty it is to provide desks, and seats, maps, globes, blackboards, and other necessary apparatus, delay ordering their necessary supplies until within two or three weeks of the time when the schools are to open. Then the rush of freight is so great that goods have been refused or laid in the depot a week or more before starting to their destination; the teacher hired; the pupils present; but nothing could be done, as there were no desks and seats, and the school became demoralized for weeks, because the school officers failed to do their duty and order the seats and desks in time to have them on hand and in place when wanted.

We repeat, orders should be given at least ninety days before the desks will be wanted, and we write this, to aid at least this year, in avoiding the trouble and disappointment those who neglect to order in time, will experience. This delay and trouble can all be avoided by ordering the desks when the foundation of the building is being laid. All desks and seats should be ordered then. If this is done they will be on hand and in place, so that none of the short time the schools are in session will be lost in waiting for desks. A very important consideration, as you see.

Now comes the question as to which is the best desk to buy. We prefer to quote what those say, who have used our desks for years, and so thoroughly tested their merits. As more than 500,000 of the "Improved Gothic" desks have been sold in the last twenty years we have been in the School Furniture Business in St. Louis, and as many more of the "Combination" Desk and



Seat, we have of course a very large number of the best kind of endorsements of these desks from nearly every State in the Union.

We present the following from Wm. T. Harris, late Superintendent St. Louis Public Schools, as a sample—which is good enough:

GENTLEMEN: It gives me pleasure to state that the desks and seats which you have put into the school rooms of this city, after a thorough trial, give entire satisfaction. MERWIN IMPROVED GOTHIC Desk and Seat, with which



Front Desk.

Desk and Seat.

Rear Seat.

you furnished our **High Schools**, are not only substantial and beautiful, but by their peculiar construction secure *perfect ease and comfort* to the pupil, at the same time they encourage that *upright position* so necessary to the health and proper physical development of the young. These considerations commend **THIS DESK** to all who contemplate seating school houses.

Respectfully yours, WM. T. HARRIS,  
Superintendent Public Schools, St. Louis, Mo.

Five sizes of these Patent Gothic Curved Folding Seats and Desks are made, to accommodate pupils of all ages and sizes. We give the number of each so that school officers may know just what size to order:

No. 1, for pupils from 15 to 20 years of age.

No. 2, for pupils from 12 to 16 years of age.

No. 3, First Intermediate, for pupils from 10 to 13 years of age.

No. 4, Second Intermediate, for pupils from 8 to 11 years of age.

Primary, for pupils from 5 to 9 years of age.

Rear Seats and Front Seats are made for each size, and for all sizes of pupils.

Desks made single to seat one pupil, or double to seat two pupils.

We manufacture a lower priced desk called the "Combination" Desk and Seat. We only make the "Combination" Desks and Seats double for two pupils, no single desks of this style are made.



How Many Desks  
and Seats do you  
Need?

How Many Back  
Seats to Start the  
Row With?

Desk and Seat Rear Seat to start the row with.

About forty thousand pupils now use this desk and seat in the St. Louis Schools, because it is so economical and so durable, and it can be sold for less money than any other seat made, and of course it enables school officers to economize in expenditure, and invest some money in Maps, Globes, Charts and Blackboards.

When the school house is properly seated, a teacher furnished with these "tools to work with," can do *ten times more* work with them, than without them. Hence in St. Louis where the schools cost about One Million Dollars per year, they economize by using in most of the schools the "Combination" Desks and Seats.

Five Sizes of the "Combination" Desk and Seat are made to suit children of all ages.

Size No. 1, double, seating two persons from 15 to 20 years of age.

Size No. 2, double, seating two persons from 12 to 16 years of age.

Size No. 3, double, First Intermediate School, seating two persons from 10 to 12 years of age.

Size No. 4, double Second Intermediate School, seating two persons from 8 to 11 years of age.

Size No. 5, double, Primary School, seating two persons from 5 to 9 years of age.

Rear seats to correspond with any size desk.

These desks are the plainest and cheapest in price of any manufactured. They range in height from 11 to 16 inches. The stanchions or end pieces are iron, with wide continuous flanges. They are better proportioned and braced, neater and more graceful in design than any other combination seat made. Teachers and School Officers can easily calculate the sizes of desks needed by the average number of pupils between 5 and 20 years of age.

#### IS IT ECONOMICAL?

This question is eminently proper. The Home-Made Desks are clumsy and ill-shaped at best; they cost nearly as much as the improved school desks to start with. They soon become loose and rickety, and then they must be replaced by others, and when this is done, you have paid more for your Desks and Seats than the improved style would have cost, and still you have a poor desk. So the question answers itself. It is **Economy** to buy good desks to start with—these will last as long as the school house stands.

In conclusion—if you want your desks and seats on hand and in place in the school room when your school opens, so as to save time and avoid delay, order your desks and seats when you lay the foundation of your school building.

The desks and seats ordered need not be delivered until your house is ready, but in order to be sure of them, and to have them in place in the school room, order them when you begin to lay the foundation of your school house. For further information as to the price of School Desks and Seats, Teachers' Desks and Chairs, Maps, Globes, Blackboards, &c., address, before purchasing elsewhere,

**THE J. B. MERWIN SCHOOL SUPPLY CO.**  
1104 Pine Street, ST. LOUIS, MO.

If our growing constituency will—all of them—mention the fact, when they drop advertisers a line of inquiry in regard to their wares—that they found the advertisement in *this JOURNAL*—it will be a benefit all round.

Advertisers wish to reach the best and most influential class of people, and like to see when and where an advertisement is seen. Our subscribers will find our advertising columns of great value.

THAT teacher, or that individual, will be most successful in any community, who can *combine* with others, and so utilize what of ability or strength or of good they find already existing among the people. This is a vast benefit and a large capital too, to work with and work upon. We ought to have the wit and wisdom to utilize it and to increase it all the time.

EX-POSTMASTER-GENERAL THOMAS L. JAMES, in a remarkable article on "The Railway Mail Service," in the *March Scribner*, says:

"The possession of the immense patronage of the government did not save the Republican party from defeat in 1884, or keep the Democratic party in power in 1888. Ideas are stronger than 'soap' and principles more potent than spoils."

We believe the last two propositions fully, and we are glad to see the truth so plainly stated.

Will the politicians make a note of this?

HAS not the "Peabody Fund" done a much needed work in supplementing local effort in all the Southern States?

Federal Aid will do a great deal to supplement local taxation to help the schools when this fund is exhausted. Let us have *Federal Aid* applied to help our schools until the people are so much interested as to vote sufficient local tax to continue the schools nine months in the year and pay an average of \$50 per month to all the teachers, and pay them promptly in cash at the end of each month, as other county and State officers are paid.

READ Senator Blair's appeal to the educators, to secure \$77,000,000 of money for education, on page 4. There is danger ahead.

OUR teachers do well to circulate this *JOURNAL* liberally among the people and tax-payers. It has proved to be a good investment in the past, and it will prove to be so in the future. It takes to the people just such information as they need, as to the value and importance of the great work our teachers are doing in all the States.

WOULD it not be cruel, if these friendships formed on earth should be extinguished on the borders of the grave? for loving souls love on forever.

We call attention with pleasure to *The Stenograph* Short-hand Machines, by the United States Stenograph Co., 402 North Third Street, St. Louis.

We use several of these machines in our office, and have for years, so that we know that they are as stated, "mechanically exact."

OUR tax-payers in all the States owe serious duties to the children growing up in their midst. If you fulfil them wisely, the children will become your benefactors. If you neglect these duties, the children of the poor, the vagrant, the drunkard, the dissolute, will grow up as pests, dangerous to property, to life itself—like blinded Samson among his foes, they will pull down and destroy.

Intelligence pays. Ignorance costs.

WHAT does this mean? The resolution offered by Mr. Seabee to have 5,000 copies of the evidence taken before the State University investigating committee printed, was voted down by the Senate of Missouri. Why was this? What does it mean? The people pay the expense of the committee. Why suppress their report?



**BEAUTY**  
OF  
Skin & Scalp  
RESTORED  
by the  
**CUTICURA**  
Remedies.

NOTHING IS KNOWN TO SCIENCE AT all comparable to the CUTICURA REMEDIES in their marvellous properties of cleansing, purifying and beautifying the skin, and in curing torturing, disfiguring, itching, scaly and pimply diseases of the skin, scalp and blood, with loss of hair.

CUTICURA, the great Skin Cure, and CUTICURA SOAP, an exquisite Skin Beautifier, prepared from it, externally, and CUTICURA RESOLVENT, the new Blood Purifier, internally, cure every form of skin and blood disease, from pimples to scrofula.

Sold everywhere. Price, CUTICURA, 50c.; RESOLVENT 25c.; SOAP, 25c. Prepared by the POTTER DRUG AND CHEMICAL CO., BOSTON, MASS.

Send for "How to Cure Skin Diseases."

Pimples, blackheads, chapped and oily skin prevented by CUTICURA SOAP.

Dull Aches, Pains, and Weaknesses instantly relieved by the CUTICURA ANTI-PAIN PLASTER, the only pain-killing plaster. 25c.

**LADIES**  
Who Value a Refined Complexion

**MUST USE**  
**POZZONI'S**  
**MEDICATED**  
**COMPLEXION**  
**POWDER.**

It imparts a brilliant transparency to the skin. Removes all pimples, freckles and discolorations, and makes the skin delicately soft and beautiful. It contains no lime, white lead or arsenic. In three shades: pink or flesh, white and brunette.

FOR SALE BY  
All Druggists and Fancy Goods Dealers Everywhere.  
**BEWARE OF IMITATIONS.**

# TEXAS

EDITION

## American Journal of Education.

\$1.00 per year in advance.

W. S. SUTTON, Houston, Tex... } Editors.  
J. B. MERWIN..... }

### TEXAS.

THE Report of Hon. Oscar H. Cooper, State Superintendent of Public Schools in Texas, is one of the most exhaustive and complete documents of its kind ever issued in the United States. Its statistical tables are a marvel of fullness and accuracy, giving in a close, condensed form the status of nearly every county in the State. It shows a steady progress in the right direction on the part of teachers and school officers which is as commendable as it is flattering.

### TEACHERS' INSTITUTES.

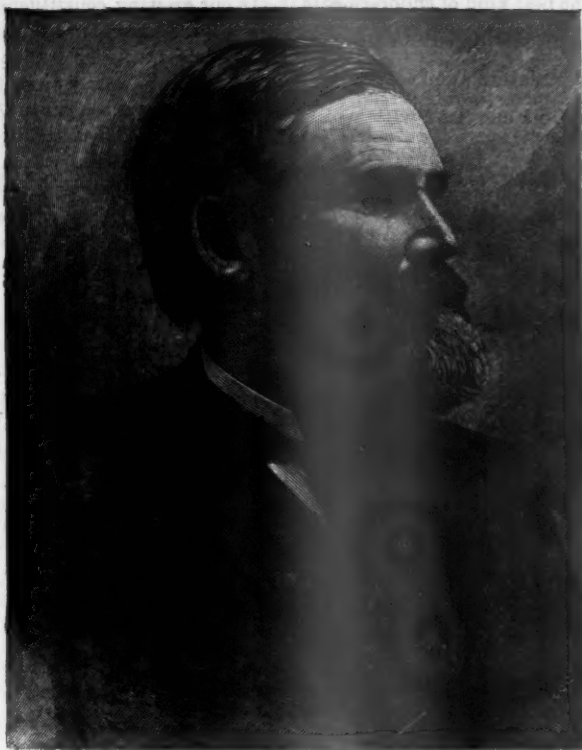
HON. W. G. THOMAS, County Judge and Ex-Officio County Superintendent of Fisher County says:

"In reference to what might be done with advantage for the next year, I would suggest that the teachers organize teachers' institutes, and that the trustees adopt a uniform system of books for the county, and furnish their school houses with good school desks, maps, charts, globes, blackboards, and such other helps as will assist the teachers in the advancement of the pupils, and that the trustees and patrons visit their respective schools as often as possible and thereby show their appreciation of the teachers' services and manifest an interest in the education of their children. I would further suggest that the schools be opened and closed with singing."

LET us understand, once for all, that no nation, especially *this* nation, can be governed forever by the laws of the fathers. If it is, it cannot be free. Nations, being composed of men who are in their nature restless, changeable and progressive, cannot remain stationary and always the same. The dead have not the power to bind against their will, the living.

Each generation belongs to itself, and can no more bind the future than it can have been bound by the past unless it stops growing. This is the fact—and what is there to be said against the fact and the right?

PEOPLE are so absorbed necessarily, for the most part, in their own business affairs and in making a living, that they don't find time to look into the important work our teachers are doing in all these States; hence the teachers themselves must see to it that the facts in the case are brought to the knowledge of parents and taxpayers. This is an important matter. Many of our teachers are doing this already.



PROF. ALEX. HOGG,  
SUPT. OF SCHOOLS, FT. WORTH, TEXAS.

### ANOTHER STANDPOINT.

"We shall remember this bold language."—SHAK.

IN his magnificent address "A Plea for our Mother Tongue," Prof. Alexander Hogg, Superintendent of Schools of Fort Worth, Texas, said: "There is in our language, in its rapid spread and firm hold, the highest encouragement to the student of English.

One hundred years ago French formed the language of society, as well as of diplomatic intercourse.

Catherine of Russia, Frederick of Prussia, Maria Theresa of Austria, corresponded, quarrelled and intrigued in the pure idiomatic French of Corneille, Racine, Moliere and Voltaire.

German was known as a vigorous masculine language, English was regarded as essentially insular, and Russian was only the language of Barbarians—a language that had never been printed till the time of Peter the Great.

The French tongue was spoken by twice as many native Frenchmen as there were English-speaking people, while German was the language of at least an equal number.

Spanish had a wider geographical range than either German, French, or English.

What a change has taken place!

How wonderfully has the English language expanded? It is spoken to-day in the British Isles, by..... 33,000,000  
In the United States, by..... 60,000,000  
In British America, by..... 4,000,000  
In the West Indies, by..... 1,000,000  
In India, by..... 6,000,000  
In Australia, by..... 3,000,000  
In the African Colonies, by 1,500,000  
And in the various foreign com-

mercial ports of the world by at least 1,000,000 more; or in the grand aggregate, not far from 100,000,000 speak the English language—the same tongue as ourselves.

What is likely to be its comparative future?

There is little likelihood of much expansion in Britain itself; with us there is practically no limit to our expansion.

In a century more, when our broad domain is brought under cultivation from the Atlantic to the Pacific and from the lakes to the Gulf, there will be room and bread too for 400,000,000.

The British Isles will then contain 50,000,000, Australia also 50,000,000.

In India it is already the language of the civil service and of commerce in that vast dependency of 250,000,000, and it is safe to say, if India remains under British rule for another hundred years, that its population, increased by fifty per cent. and numbering then 375,000,000, will all speak English.

We need not speak of the inroads which English must make upon the maritime coast lines of China and Japan. English will be spoken by millions in both of these ancient nations.

In Africa it will be the language of 50,000,000 if not 100,000,000 more.

It is making its way from the gold coast—from Senegambia, from Lagos, and from Cape Colony, into the interior.

It is not improbable that one hundred years hence English will be the language of 1,000,000,000 (one thousand million) souls.

Let us see how the English will compare then with her rivals of to-day.

A fair estimate for France, at home and abroad, will be 100,000,000; Germany will not increase in home population more rapidly than France, and including German Austria, may be set down at 90,000,000. Germany has no room for expansion, and as the Fatherland has never done anything at colonizing, her people are soon merged into the various nationalities to which they go.

The Russian language remains the greatest rival of all. Russia has a splendid future. Her empire is larger than any on the globe, embracing one-fourth of the habitable earth. The expansion of the Russian language will be coterminous with the growth of the population of Russia. The present population is about 80,000,000; in one hundred years it will be 160,000,000. This will be the language of an empire, compact and homogeneous. Polish will then be extinct, as German is becoming in her Baltic provinces.

The relative proportions will then stand as follows:

English.....	1,000,000,000
Russian.....	160,000,000
French.....	100,000,000
German.....	90,000,000

Beyond that, of the tongues of civilization, the race will be between the English and the Russian, with the probability that the English, with the exception of a part of Northern and Western Africa, will become the language of that vast continent.

That it will encroach upon the Spanish settlements of Mexico and South America, supplanting them; that it will overspread Persia, Afghanistan and India beyond the Ganges, and encroach upon the Japanese and Chinese upon the seaboard, is certain.

The Russian will not go beyond the great northern belt which Russia now embraces. It may gravitate down and supplant the Chinese upon the northern boundary of China, but the immobility and vitality of the vast numbers who speak that ancient tongue will prevent any marked advance on the part of the Slavonic.

Then the three great languages of the world will be English, Chinese and Russian, with English far in the lead.

German and French will then be cultivated as Greek and Latin are now, the one for its elegance, the other for its strength and literature; Italian and Spanish will be mere romance dialects unknown beyond Italy and Spain.

Ladies and gentlemen, teachers and students, take home with you

### THIS PROBLEM.

To what cause is due this unparalleled spread of the Anglo-Saxon race and this universality of our mother tongue?

Have our mothers and fathers been "a peculiar people to the Lord above all nations?" Has He chosen them to



possess the earth, or is it the legitimate result of the later doctrine of evolution—a real survival of the fittest?

I regret that I have not time to aid you—to help you—in this momentous question. I will say, however, by way of suggestion, that the winds and the waves brought this blue-eyed, light-haired, fair-skinned race to this continent; that steam and electricity, iron and steel, rather than silver and gold, have enabled this people to subdue, to possess, and to occupy this grand heritage.

The locomotive has carried the messengers of peace, and in their tracks has followed smiling plenty, with her attendant handmaids, religious liberty, political freedom and universal education.

Continental Europe is a babel, simply because in her earlier settlements the echoes and re-echoes of the steam whistle were not heard resounding through the corridors of her Alps.

But, as I have shown that these nations and their languages are now melting and fast moulding into one, I return home again.

It delights me—it thrills me—to think upon my country, my people and my language.

Said Mr. Webster in one of his grandest and loftiest flights of imagination, describing the progress and prowess, the greatness and extent, of the British nation: "It is a power which has dotted the face of the whole globe all over with her possessions and military posts, whose morning drum-beat, following the sun and keeping company with the hours, circles the earth daily with one continuous and unbroken strain of the martial airs of England."

Could the immortals—could Washington and Jefferson, Adams and Webster, Clay and Calhoun—look out from their celestial abode, they would behold a freerepublic, stretching through more than one hundred and eighty degrees of longitude, all dotted over with school-houses and colleges and churches, whose rising bells and morning prayer calls and evening hymns, following the sun in his course and keeping company with the hours, fill the air daily with the merry laugh and joyous shout and happy song of a continuous and unbroken continent of ENGLISH-SPEAKING PEOPLE.

#### AFFILIATED SCHOOLS.

"Happy in your unity."

—SHAK.

THE High Schools and the University of Texas are affiliating and co-operating so as to very largely benefit both—and the result will be felt for good throughout the whole State.

We clip the following from the *Texas School Journal*, and commend this action to the attention of other High Schools in this empire of the South-west.

#### "THE BLANCO HIGH SCHOOL.

The Blanco High School is now affiliated with the University of Texas, and all graduates of the school can enter the University without examination. About December 1st, Prof. Bruce, principal of the B. H. S., applied to the university for a committee to inspect the course of study, method of instruction and advancement of the classes. The faculty of the University appointed Dr. Halstead, professor of mathematics, as committee of inspection, and the following letter has just been received by Principal Bruce: UNIVERSITY OF TEXAS, AUSTIN, January 8th, 1889.

My Dear Sir:—To-day the faculty passed a resolution affiliating the High School of Blanco. I had no chance to report before to-day, but as soon as my report was made it was so favorable that your school was at once approved, and is now placed upon the list to appear in our next catalogue.

Yours very sincerely,  
GEORGE BRUCE HALSTEAD.

Dr. Halstead while here, stated that the Blanco High School would compare favorably with any affiliated school. We believe that to Prof. Bruce is due the credit of building the school up to such a high standard, and Blanco should stand by him as faithfully as he has stood by her school. The Blanco High School is the only successful one of all the schools that has applied for affiliation, which was not located either on some railroad or in a large city. This alone is sufficient proof of the thoroughness of the training in our school. It stands upon its own merits."

#### COMPULSORY EDUCATION.

"What judgement shall I dread,  
Doing no wrong?"

—SHAK.

HON. D. D. THOMPSON, County Judge and County Supt. of Edwards County says:

"I am persuaded that compulsory education is needed in this county; and would further recommend that a county superintendent be elected where scholastic population numbers as many as 500 pupils; that his qualifications be that of a first grade teacher, and that he be examiner of teachers or president of board of examiners. If our public schools could be conducted for

TEN MONTHS

in the year, it would invite a better class of teachers. Few men of the requisite abilities can be found who are willing to devote the necessary attention to fit themselves for the profession, for which they only get a meagre compensation for four or five months in the year. Our best talent, instead of engaging in a profession which would redound to the unmeasurable and incalculable good of the general public, seek other and more inviting fields."

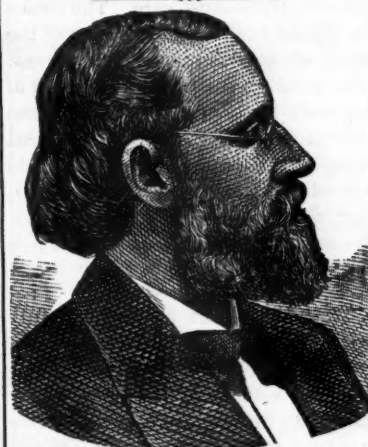
#### MORE MONEY.

"Doubt not but success  
Will fashion the event in better shape."  
—SHAK.

HON. JOHN C. LATTIMORE, County Supt. of Falls County, says: "Our teachers are of a live and progressive character.

Nearly all of the teachers in the county could have remained in their same positions, but many left to accept better wages elsewhere, and several go to normals next session to prepare for still higher work. Several schools offered an advance of \$10 to \$25 per month to hold their same teachers.

The one thing we stand most in need of is more money. We have tried to be as economical as possible, and with a total expenditure of \$4.65 per capita, have maintained the schools an average term of 4.8 months.



WILLIAM T. HARRIS, L.L. D.

#### MORALITY TAUGHT.

"You are truly noble,  
As you respect the common good."  
—SHAK.

I THINK that morality can be taught—and that it is taught—in our public schools, and in all good private schools, without sectarianism, and even apart from religious instruction, although I believe that religion is the ultimate ground of morality. Morality is conformity, on the part of the individual, to those manners and customs found essential for the well-being of society as a whole. Social combination in institutions is civilization.

In civilization, the moral individual acts so as to re-enforce all his fellows. Where immorality prevails, each individual by his selfishness attacks the necessary forms of social life and weakens the whole. Statistics have uniformly shown that the body of illiterates in any community furnishes far more than its quota of convicted criminals for the prisons.

In our Northern States, the four per cent. of illiterates, furnishes about twenty-five per cent. of the prisoners; and those extremely deficient in schooling furnish the large part of the remainder.

Moreover, although the prisoners who have never been apprenticed to a trade usually make up three-fourths of the entire number, yet their ratio to the unapprenticed portion of the pop-

ulation is very small compared with the ratio of criminals from the population that cannot read and write—in fact about one-third as large. The school is a social body; it is an institution, and all its discipline fits the pupil for combining rationally with his fellows. The school work begins in fact with "securing order," by teaching behavior or training the will, This is

#### MORAL EDUCATION.

The pupil must learn self-control. He must form habits that insure concert of action—such habits as regularity, punctuality, silence and industry. These are the four cardinal duties of the school. Without them the school cannot act as a unit, instruction cannot be given to classes, and no good result achieved. These very simple duties seem mechanical, and are often despised; but they underlie all higher ethics and make possible all great combinations.

Order is the first celestial law, because it is the first law of social combination. Social combination enables each individual to purchase for his individual labor a participation in the labors of the entire race. The school could not undertake a more direct and efficient training of the child for life in society than it does by insisting on these four habits,—regularity, punctuality, silence and industry.

The good school teaches these virtues, not by harsh external authority, enforced by corporeal punishment, but by working on the pupil's conviction, and forming his ideals so that conformity to rule and habits of good behavior become a second nature. Besides the direct will-training through school discipline, all the branches of study assist moral training, because they all relate to combination with one's fellow-men.

No man is more than half a man until he has the habit of acting with others, of feeling what it is to have common interests with them, of learning to sacrifice personal sentiments and individual impulses to the good of the people about him.

Our teachers train pupils constantly in this direction, and so teach the fundamental principles of morality all the time.

CHEERFUL activities help to form the best character for the future man and woman. Let us promote these all the time.

THE real teacher goes beyond mere method and the dry details of the text-book, and opens up vast depths and far perspectives of life and its possibilities.

OUR teachers now bring a new spirit to their work; they are precious pioneers of the better day dawning, giving a key to the new civilization.

# ILLINOIS

EDITION

## American Journal of Education.

\$1.00 per year in advance.

E. N. ANDREWS, Chicago..... }  
J. B. MERWIN ..... } Editors.

LET our schools teach all the time that, though our conduct may escape the notice of man, it cannot elude the inspection of God.

INDEPENDENT thought, fertile discovery, new and larger ideas of life and of truth in the practical application of daily affairs—these are the characteristics of the real teacher.

ILLINOIS would receive an addition to her school fund of nearly two millions of dollars by the passage of the Blair Bill.

This money is needed now in Illinois.

It is idle to-day in the United States Treasury. Senators Cullom and Logan were among the forty-four United States Senators who voted for the passage of the bill. They heard it discussed for weeks and voted for it.

We hope the teachers and school officers in Illinois, after reading Senator Blair's article in another column will unite with us for the passage of this bill.

### TEXT-BOOKS.

"My books and instruments  
Shall be my company." —SHAK.

THE utility and nonsense of these neophytes who furnish so-called journals of Education with "methods" and "short-cuts" for the study of the various branches taught in our schools, will be seen from the following statements of just how manuscripts and designs for the illustrations of text-books are obtained.

When such text-books are furnished, the teachers who want to shilly-shally with some new-fangled "fad" or "method" had better retire without further delay or ceremony from the profession.

The fact is "the history of education is interwoven at every step with the history of text-book production and publication. The business of preparing such books as should be suited to the wants of future years required an accurate insight into the present systems and the present tendencies. The best talents of the wisest men were employed in their preparation. Enterprising and far-sighted publishers strained every nerve to procure the best books, and under the protection of a copyright law could safely venture fortunes in the hope of procuring such books as should outstrip all competitors.

As school systems became better organized, it was found necessary, from

motives of economy, to divide the schools and grade the pupils according to their several acquirements. This also made it necessary that similar books should be used in the schools of each town. The idea of uniformity of books arose from the necessities of graded schools.

Meanwhile books had increased vastly in costliness of production. The competition had covered every item of book manufacture until the most perfect possible manuscript, the work of years of labor and toil, and derived from years of previous experience on the part of the author, was placed in a form equal to the most expensive and elaborate productions of the printing press and bindery.

The best designs for illustrations from celebrated artists were engraved with the utmost care. The choice of type and selection of paper was the work of experts in these several lines. The printing itself became the best of its class in the world. No other nation in the world has been supplied with so well prepared and well made school books as the United States, and the selling price of each successive issue was lower than the one preceding it."

"We should like to hear from our teachers and educators in all the States, as to whether the salaries paid are sufficient; and if not—why not? As to whether the school terms are long enough to properly educate the children of the State; and if not—why not? As to whether all the children of school age attend; and if not—why not?

Let us have the facts from our teachers and educators bearing upon these points. Please write us fully without delay, and we shall be able to render permanent and efficient aid to remedy these defects.

Give us the facts from all the States.

### WHY NOT?

"Awake your senses,  
That you may be the better judge." —SHAK.

It has been suggested, very appropriately we think, to turn the tables for a year and give the teachers a rest, so far as this constant and unjust criticism is concerned.

Suppose for a change, the teachers be allowed to rest from the criticisms with which they are surfeited; suppose they be allowed to sit in executive session on the school-boards, trustees and directors. Suppose they pass regulations to the effect that the school-board members be reported upon; that they be "advised" to have always on file two or three educational journals; and that four times a year they be given a day to attend the Institute—the School-board Institute as it would be called. Does any one imagine it would harm the average committee man to do these things? Would

it not rather be a revelation to him of things of which at this present time his eye hath not seen and his ear hath not heard. We believe he would return to his duty a wiser, a humbler, and a better school-committee-man—more forbearing with the teachers, more in harmony with progressive teaching, and more in sympathy with the children.

When the school-committee-man has thus been properly trained and instructed, and so made wiser and better, then let us take hold of and instruct the parents and tax-payers, who stand behind the "committee" or the "school directors," and see if they, too, cannot be made wiser and better and more liberal.

Why not?

### AN UNFOLDING.

"This honest person sees and knows more—  
Much more, than he unfolds." —SHAK.

Is it not wise for us, both as teachers and pupils, as citizens and patriots, to listen to and cherish this teaching of Emerson?

He says:

"All our progress is an unfolding, like the vegetable bud. You have first an instinct, then an opinion, then a knowledge, as the plant has root, bud and fruit. Trust the instinct to the end, though you can render no reason. It is vain to hurry it. By trusting it to the end, it shall ripen into truth and you shall know why you believe.

Each mind has its own method. A true man never acquires after set methods and college rules. What you have aggregated in a natural manner surprises and delights when it is produced. For we cannot oversee each other's secret. And hence the differences between men in natural endowment are insignificant in comparison with their common wealth. Do you think the porter and the cook have no anecdotes, no experiences, no wonders for you? Everybody knows as much as the savant. The walls of rude minds are scrawled all over with facts, with thoughts. They shall one day bring a lantern and read the inscriptions.

Every man, in the degree in which he has wit and culture, finds his curiosity inflamed concerning the modes of living and thinking of other men, and especially of those classes whose minds have not been subdued by the drill of school education.

This instinctive action never ceases in a healthy mind, but becomes richer and more frequent in its information through all states of culture.

At last comes the era of reflection, when we not only observe, but take pains to observe; when we of set purpose sit down to consider an abstract truth; when we keep the mind's eye open whilst we converse, whilst we read, whilst we act, intent to learn the secret law of some class of facts.

What is the hardest task in the

world? To think. I would put myself in the attitude to look in the eye an abstract truth, and I cannot. I blench and withdraw on this side and on that. I seem to know what He meant who said, "No man can see God face to face and live."

For example, a man explores the basis of civil government. Let him intend his mind without respite, without rest, in one direction. His best heed long time avails him nothing. Yet thoughts are flitting before him. We all but apprehend, we dimly forebode the truth. We say, I will walk abroad, and the truth will take form and clearness to me. We go forth, but cannot find it. It seems as if we needed only the stillness and composed attitude of the library to seize the thought. But we come in and are as far from it as at first. Then in a moment and unannounced the truth appears. A certain wandering light appears, and is the distinction, the principle we wanted. But the oracle comes because we had previously laid siege to the shrines.

It seems as if the law of the intellect resembled that law of nature by which we now inspire, now expire the breath; by which the heart now draws in, then hurls out the blood—the law of undulation. So now you must labor with your brains, and now you must forbear your activity and see what the great Soul showeth.

Our intelllections are mainly prospective. The immortality of man is as legitimately preached from the intelllections as from the moral volitions.

Every intellection is mainly prospective. Its present value is its least. Inspect what delights you in Plutarch, in Shakespeare, in Cervantes. Each truth that a writer acquires is a lantern which he instantly turns full on what facts and thoughts lay already in his mind, and behold, all the mats and rubbish which had littered his garret become precious.

Every trivial fact in his private biography becomes an illustration of this new principle, revisits the day, and delights all men by its piquancy and new charm. Men say, where did he get this? and think there was something divine in his life. But no; they have myriads of facts just as good, would they only get a lamp to ransack their attics withal."

BUT this is noticeable, that the good man of our own age sees more and more to admire and love in this world, in this life—sees more of heaven here; and in future times a more perfect form of human society will be evolved, and the St. Boniface of that epoch, the good man of those times, will close his *de bono mortis*—he will see his ideal, or aim at it, here also. His eternal life will have already commenced—he will have put on his immortality.



## HOW IT WAS DONE.

"He is no less than a stuffed man;  
But for the stuffing"—  
—SHAK.

A CORRESPONDENT of *The Republic* shows up the tactics of Dr. Laws and his supporters as follows. Interesting—is it not?

"On the eve of a judicial inquiry into the status of affairs by a legislative committee the defenders of Dr. Laws have resorted to the *basest* and most contemptible means to hide the truth and throw the committee off the track, by starting the utterly false, malicious and slanderous story that all there is in the case is an attempt on the part of the students and a certain member of the faculty to have Dr. Laws deposed and this member chosen president. There is no foundation whatever for the story, and those who have been instrumental in starting and spreading it deserve to be branded publicly as calumniators. The writer is in a position to state that if such a paper exists it is unknown to the friends of the professor in question. It may have been circulated in the interest of Dr. Laws and at the suggestion of his friends."

These "tactics" of Dr. Laws did not finally succeed. The "Majority Report" made to the Legislature, and signed by Nat. M. Shelton, W. P. Shelton (of the Senate), Champ Clark, George Houck, W. L. Webb (of the House), states that Dr. Laws

"Has made many mistakes and committed many blunders in his conduct of its affairs and in his treatment of persons as honest as himself. We find that there is deep-seated and widespread prejudice against and alienation of affection from him, in the minds of a large number of students, alumni, members of the Faculty and citizens of the State \* \* \* to such an extent that his usefulness as President of the University is, to say the least, seriously impaired; that his continuance in that office would jeopardize the best interests of the University, and that he should resign his position at the end of the collegiate year."

## MORE OF IT.

"So to the lie circumstantial,  
And to the lie direct."—  
—SHAK.

THE State University, under the management of Dr. Laws, seems to be badly mixed up. The unbiased report made by the three able gentlemen appointed by the Governor, and who are members of the present Legislature, goes on to state that

"There is discontent and want of harmony among its faculty, that the relations between the management, the faculty and the students are not harmonious, that the students have been denied that most sacred right of American citizens, the right of petition, and that there is want of recognition between the governing power and the students that must soon, if not remedied by a change of management and mutual recognition of the rights of each other, maim and retard the University in its great work."

W. Pope Yeaman, the President of the Board of Curators, says:

"The internal condition of the University is good, and the workings of the several departments were never more efficient and harmonious."

Who tells the truth?

Dr. Laws, it seems, comes in contact with a committee of intelligent gentlemen, for once, whom he could nei-

ther buy nor bulldoze into an untrue statement. We have the testimony and the "official report" of three as reputable gentlemen as there are in the State of Missouri, that this report of W. Pope Yeaman as to the internal condition of the University is utterly false.

Read also the "Majority Report" of the last Committee. We have now two "official reports" on this topic, and both recommend that Dr. Laws be "bounced."

## A STATE CERTIFICATE.

"Certainties are remedies,  
Or timely knowing."—  
—SHAK.

IN Missouri, the State Superintendent says:

"Applicants for a State Certificate can be examined at my office in Jefferson City any day, or in their own Congressional districts during the summer, at such time and place as will hereafter be published.

All applicants must furnish sufficient evidence of good moral character, and pass a satisfactory examination upon the following subjects:

Orthography.	Book-keeping.
Reading.	Botany.
Penmanship.	Rhetoric.
Arithmetic.	Zoology.
Geography.	General History.
Grammar.	Geometry.
U. S. History.	Physics.
Civil Government.	Trigonometry.
Physiology.	Literature.
Theory and Practice.	Geology.
School Law.	Mental Philosophy.
Etymology.	Chemistry.
Algebra.	Astronomy.

A grade of 70 per cent. is required on each and every subject to entitle the applicant to a certificate.

Only those who are willing to be examined, need apply.

A State Certificate costs nothing except the examination, which the law requires—see Sec. 7138.

## FOR INFORMATION.

1. Name?
2. Address?
3. Age?
4. Nativity?
5. Educated where?
6. Graduated where and when?
7. Time you have taught, and in what schools?
8. Grade of your last certificate?
9. What book have you read on Pedagogy?
10. What educational papers, journals, etc. have you read during the last year?

MRS. BELVA A. LOCKWOOD is the American delegate of the Universal Peace Union to the Paris Exposition and Peace Congress, and makes the address before that Congress at Paris, June 1st. She sails from New York, May 15th, and will remain in Europe part of the summer.

EVERYTHING must and will yield to intelligence. Pour in the light.

## THAT CLUB HOUSE.

"These lies are like their father that begets them:  
Gross as a mountain."—  
—SHAK.

THE Committee of three reputable gentlemen, appointed by the governor, in their official report say the Club House was erected

"At the confluence of the natural drainage of the campus, in a low, damp and illy-drained place, where, from the very nature of the ground, the inmates must be exposed to sickness and much inconvenience.

The Club House, where one hundred young men were expected to live, was placed in a low, damp, unhealthy location."

As to this sort of management the Committee say:

"These transactions show an utter disregard to the representations made by their agents, and a total want of respect for the Legislative will."

The Committee also say officially:

"The Legislature has by the action of the management been maltreated, as well as the confidence of the Legislature violated."

W. Pope Yeaman, in his official report says:

"The Club House, for which an appropriation at the last General Assembly was made, has been completed and furnished, and is now occupied by about 100 students, who find it comfortable, convenient and economical."

Who tells the truth?

Those who are familiar with Dr. Laws' bulldozing methods can easily see that this Committee of three know, and state the exact condition of things.

Dr. Laws could not buy this Committee, nor bulldoze this Committee into reporting officially to the Legislature an untruth.

Read (page 9) of the "Majority Report" of the Committee on this "Club House" business, and the Shakespearean quotation above will have a new and larger meaning.

"No man liveth to himself."

As an heir of the institutions of civil and religious liberty, which have been won by many a battle-field and by ages of conflict; as an heir of the vast development of arts and sciences which constitute our modern civilization—every child in the land to-day is entitled to the peerless birthright of an education grander than the transitory and precarious possession of a fortune.

Every boy here is born into limitless possibilities and opportunities, and should be ready, by training and education, to enter this heritage of American citizenship. Woe be to that man or party who deprives six millions of people of this heritage.

## DR. LAWS!

"With a bombast circumstance,  
Horribly stuffed."—  
—SHAK.

TWO responsible and influential Committees have reported to the present Legislature that in view of his utter unfitness for the position of President of the State University, Dr. Laws "should resign his position at the end of the collegiate year."

Dr. Laws, it seems, finally took the hint and hid himself over to Jefferson City to "lobby" for his own retention, with the following result:

"Mr. Alkire introduced the following resolution which was adopted by a viva voce vote.

Whereas, It is currently reported that Samuel Spahr Laws, President of the State University, is now in Jefferson City lobbying for his retention as President of the State University, and is not at his post of duty performing the labors for which he is being paid at the rate of \$10 per day by the State of Missouri; therefore, be it

Resolved, That it is the sense of this House that the said Samuel Spahr Laws should return to Columbia, Mo., at once and again enter upon his duties as President of the University at that place; and be it further

Resolved, That unless the said Laws returns to his said duties within three days from this time the Board of Regents of said University be required to deduct from his said salary \$10 per day for all the time the said Laws remains absent from his said duties."

WHY not unite with us, and with the forty-four United States Senators who voted for the Blair Bill, and secure this money now?

It is needed to pay more liberal salaries to the teachers—it is needed to lengthen school terms—it is needed to educate the illiterates.

We hope teachers will write us fully as to the length or shortness of their school terms—as to the want or abundance of money to carry forward and maintain an adequate system of public schools to educate all the people. Let us hear from you on these points.

We rather think the facts will show clearly that Louisiana needs the four millions of money, and needs it now.

WE certainly can afford this year, to make the school terms nine months and pay an average of \$50.00 to the teachers in all the States. Wherever this cannot be done, let us have Federal Aid to support and encourage local effort, that we may be able to pay the teachers not only what they are worth, but to pay them at the end of each month in cash as other County and State officers are paid.

DEAR old Amherst! It makes one home-sick almost to read of the attractions of the Summer School of Prof. W. L. Montague.

Those who attend get the benefit not only of the direct instruction, but of all those delightful and profitable collateral influences of libraries and of atmospheres of refinement and culture.

LANGUAGE, we must remember, is the gate of the soul! Let it be pure.

**AMHERST Summer School.**  
**THIRTEENTH SESSION at AMHERST COLLEGE, JULY 8th to AUGUST 9th, 1899.**  
Instruction given in **Eight Languages** (ten classes in **French** and ten in **German**), also in **Chemistry, Botany, Geology, Drawing, Painting, English Literature, Political Science, Mathematics and Physical Training.** "Realizes the ideal of a School of Languages."—Prof. W. S. TYLER. "It is thorough, it is cheap, it is pleasant it is the school for practical work."—EDUCATIONAL COURANT. Beautiful location. Excursions and picnics on Saturdays. Circulars and Programme free.  
Address **Prof. W. L. MONTAGUE, Amherst, Mass.**

# WASHINGTON

D. C.,  
EDITION  
American Journal of Education  
AND NATIONAL EDUCATOR.  
\$1.00 per year in advance.

JERIAH BONHAM, Washington, D. C. { Editors  
J. B. MERWIN St. Louis..... }

BUCKLE says Rome fell because the rich contracted her currency in their own interests and thus impoverished the masses of the people, and by impoverishing them robbed them of those sturdy qualities which general riches and power produced.

THE public school is, in a large and vital sense, the government of the country. The public school forms the basis of intelligence on which the government is founded. Intelligence is its hope. It gives the formative principle, and without it government cannot exist in a republican form.

INTELLIGENCE links the past with the present, and sees a better future. It turns over the pages of history, reaches back into the centuries, and from out of this invisible urn shows what must be—so that with schools and the intelligence they beget, nothing of good is neglected or forgotten. This is the result of work done by our teachers. This is their success.

## AN IMPORTANT MEETING.

DEPARTMENT OF SUPERINTENDENCE.

"Having heard of the fame  
Of this, so noble and so fair assembly."  
—SHAK.

THIS assemblage of educators, composed of the Council of Education, met at Washington, March 6th, 7th and 8th. Near one hundred and fifty representatives of the art Pedagogic assembled at the Hall of the National Museum, and at once entered upon the business that called them together.

President Campbell opened the exercises by a most felicitous address, that deserves to be published in full.

He congratulated the army of 350,000 Public School teachers who give direction to the system of Public education, upon the success of their efforts.

Referring to the vast concourse of people that met in the nation's capital but two days before, to witness the induction into office of a new Chief Magistrate, he said it was a scene upon which the gaze of the world could well be centred—grand in its simplicity—that quietly transferred the government of sixty millions of people from the hand of one of their chosen leaders to that of another.

To our nation it was quiet in its

process, but mighty in its results; but in other less favored lands is looked forward to with anxiety and foreboding.

But it is intelligence and education—the interest we represent—that makes such a grand scene possible. All over our happy country the benignant influence of

## FREE SCHOOLS

make a free government possible. In the hearts of the children are sown the germs of patriotism; in the veins of buoyant youth are flowing the enthusiasm of loyalty and the ambition of lofty ideals, finding only an outlet through a wise, true, and universally diffused education.

Conscientious manhood, tender and loving womanhood, are devoted to the task of nursing these virtues and directing them all along the lines of education.

Viewed in this light, our assembling is one of no small import—our deliberations assume a dignity not overrated.

The Address of Welcome by Hon. J. W. Holcombe of the Bureau of Education, was a model in its way. He said that Washington was the most hospitable city in the Union; the evidences have been all around us this wonderful week to show it. We have given an enthusiastic welcome to all conditions, colors and races—to all vocations of men, women and children—to apprentices, presidents—to smiths, millers, carpenters—to "cabinet makers" and "bureau builders"—to wire-pullers, organ grinders—to pleasure seekers, office seekers, self-seekers, truth seekers—all it is believed having their virtues renewed by contact with the purity of life and character of the eminent citizen whom the Republic by good fortune has secured for its President.

None the less do we speed the parting guests—but to none more heartily, or with more good will, than to the brave, strong man, who while guiding the destinies of this great nation for four years past, has borne himself in the exalted office with the unaffected simplicity of a citizen among fellow-citizens.

The speaker said: "But whether ye, superintendents, principals, presidents, teachers, be held as best loved guests or as favorite children, the heart of the nation bids you welcome in this her special seat, and rejoices in the cause of your coming and your stay. She recognizes you not as pleasure seekers—not as office seekers—though ready to sympathize with you even in that pursuit—but as truth-seekers, winning and diffusing knowledge for the common weal. In that character she feels honored by your presence—repeats her warmest welcome. She bids you enter into her temples, her courts and chambers, all as your own, to contemplate her priceless treasures, and look upon them as yours in the

enduring possession of the mind—to examine and learn to know the many and varied agencies assembled here for promoting as well the intellectual as the moral and material advancement of mankind.

He spoke, also, of the benefits and widely extended influence of the

## BUREAU OF EDUCATION—

how it had won the public confidence and assisted all the departments of education to whom it had looked for aid and encouragement.

In concluding, the eloquent gentleman expressed in behalf of the Commissioner of Education, a cordial invitation to the members to visit the Bureau of Education before they left the city, as he believed that in its workings it had an intimate connection with every teacher's work in the whole country.

We hope to give many of the best points made in the list of papers read later on. B.

## CENTENNIAL MEETING.

"The dignity of this act  
Is worth the audience of kings and princes."  
—SHAK.

THE Washington Alumni Society of the University of Virginia, will give their Alumni dinner in this city, April 13.

The general meeting of the Alumni Associations of the same Institution, including the Washington organization, will be held April 30th, as it is proposed to get the Alumni together at the time of the Washington Centennial Inauguration, when many persons will visit this city on their way to New York to participate in the festivities there.

The names of the Committee of the National Alumni Association appointed by the Society of Alumni of the University of Virginia, to meet at the above time at Washington, are: W. F. Browder, Russellville, Ky.; J. Q. H. Scott, Galveston, Tex.; J. P. Harrison, Danville, Va.; Theodore Garnett, Norfolk, Va.; and Wm. D. Cabell, Washington, D. C.

Many of the Presidents of these Associations, whose attendance has been urged, have replied, wishing success to the meetings. If successful, other Universities may make the effort to have meetings of their Alumni at the National capital. The University of Virginia leads the way. B.

CITIZENSHIP that is based upon intelligence is the guarantee of its continuance and preservation of our republican form of government. It is nothing more than the simple right of self-defence.

THIS power of securing intelligent citizenship should be exercised in accordance with the exigency and needs of the time.

The support of the schools of the country, ordinarily, should depend

upon local tax; but there may be times when the parent and the State cannot do this work, then the emergency should be met by national aid.

This is an era of such transformation, and until general intelligence can become universal through the common school, there must be help. When once this is secured then the duty will revert to the State.

THE base nation, asking for and believing in base things, sinks daily to deeper villainess of nature, like the individual who gives himself over to vice he grows weaker—while the noble nation, asking for, standing for, and maintaining noble things, rises daily into a diviner eminence and glory.

## HOME STUDY.

"It hath given me earnest of success commencing in a truth."  
—SHAK.

IN a late issue we gave words of encouragement to the "older boys and girls," to persevere and cultivate a taste for reading as a means of pleasure and satisfaction in their later years of life.

Not long since, while conversing with a very intelligent, conscientious and industrious member of the Illinois Legislature, we were informed that in his early manhood he could not write his name or read intelligently, but he married a lady teacher who discovered that there was genius in the 'rough' diamond, and she sat about polishing it, with the result that he is now a successful member of the bar, can "on occasion" preach a good sermon, and takes rank among the leading members for his ability and acumen in discussions on measures of interest to his constituents.

And this brings to our mind another case of talent developed by study in later years of life:—A lady, gifted with "a genius," who did not have the advantages of study in her early womanhood, but who developed a talent for high histrionic art in giving readings at local exhibitions of "home talent." She married quite youthful, attended to the domestic duties of the household and raised a family. Still possessing the inspiration of "the art divine," she arranged to take a course of study under the instruction of some of the most celebrated teachers of elocution, graduating with the highest honors, and is now herself one of the most thorough instructors in the art of elocution in the state in which she resides.

The "Autocrat of the Breakfast Table" gives in his own charming way the story of Cicero's treatise on "Old Age," in which he most delights to tell of men and women who have found new occupations when growing old. He cites Cato as studying Greek in his old age, and learning to play on musical instruments. And the genial old author says that he has no notion of giving up because the almanac or



the family Bible says he is growing old. He says:

"I am not afraid to attack a new study, I took up a new language a few years ago, with good success and think of mathematics and metaphysics by-and-by."

Macaulay wrote one of his most celebrated poems on the blessings of books and literature in his old age, thankful that at such a time he could find in them a peace and pleasure that could come from no other source. Among his books and the companionship of his pen he found his highest earthly happiness. B.

In the life of Granville Sharp, one of the noted anti-slavery men of England, we find it stated that this eminent man studied law at an advanced age to know whether the constitution of England permitted slave holding. He found pervading that constitution the sentiment of Cowper, "Slaves cannot breathe in England. If their lungs receive our air, that moment are they free. They touch our country and their shackles fall."

Richard Baxter was in his seventieth year when he was cast into prison for conscience's sake—in utter poverty, a childless widower, suffering from bodily pain. He remained there two years, hopeless of any other abode on earth. His books and his pen were permitted him; were his faithful companions, enabling him to live in a world apart and forget his troubles. To this world is indebted for Baxter's "Saint's Rest," and other gems in christian literature.

We might mention among the sons of genius of our own land, Elihu Burritt, the "Learned Blacksmith," whose earlier years did not afford him the advantages of education, but through his indomitable perseverance, while yet operating the forge and anvil, mastered sixty languages ancient and modern, and in the later years of his life became famed as a lecturer on scientific and literary subjects. B.

#### BUREAU OF EDUCATION.

THIS indispensable adjunct to the educational advancement of the country has afforded so many facilities for investigating special and important topics, that we feel under obligations to the head of the Bureau, Commissioner Dawson; the chief clerk, Hon. J. W. Holcombe; the chief statistician, Dr. Charles Warren, and the librarian, Hon. Henderson Besnell.

The act establishing the Department of Education was approved in March, 1867, twenty-two years ago. The bill was introduced by General Garfield, that ever staunch friend of education, the draft of which was prepared by Dr. Newton Bateman, now President of Knox College, Galesburg, Ill., Dr. E. E. White, now

Supt. City Schools, Cincinnati, Ohio, and Dr. J. S. Adams, a prominent educator, who was associated on the committee with them.

Since then the work of the Bureau has so commended it to the favor of Congress that fairly liberal appropriations have been voted that from year to year have increased its efficiency.

The present quarters of the Bureau are in a four story (and basement) brick building, containing twenty-eight rooms, located on the northeast corner of Eighth and G Streets, opposite the Interior Department.

The working force of the Bureau numbers about forty persons, divided into three divisions: First, Records; second, Statistics; third, Library and Museum.

The Record division is managed by five clerks, under the direction of the chief clerk. This is the correspondence department, and has direct communication with all the nations of the world who have an educational system. The domestic correspondence includes the heads of all State and territorial school systems, the larger cities, and all public and private institutions of learning in operation that have shown sufficient interest to send reports to the Bureau. The number of addresses on the lists is now near thirty thousand.

The Bureau has charge of the educational interests of the distant territory of Alaska, and with the aid of a local Board of Education twelve schools are managed in the widely scattered settlements of that territory, and several boarding Industrial Schools for Indians have recently been transferred from the Indian Office to the Bureau of Education.

The Statistical division consists of fourteen clerks, under charge of the chief Statistician. The collection and preparation of material for the Annual Report and other publications of the office, for use in its correspondence, the reading and correction of proof and other duties.

The Library and Museum division is under the charge of the Librarian; the receiving, listing and arranging of volumes, pamphlets and papers, added to the Library; the indexing in the card catalogue of all educational articles in any and every publication placed upon the shelves, and the care and arrangement of the Museum. The Library now contains nearly twenty-five thousand bound volumes and seventy-five thousand pamphlets. The Subject Index extends to over one hundred thousand titles, in alphabetical order, on as many separate cards. The Museum contains more than twenty thousand articles and series of articles, catalogued and arranged in thirty large glass cases.

In all the important national exhibitions the Bureau has taken part, and in several of a local character, and by bringing together for compar-

ison the methods and results of widely different school systems, it has exerted a good influence upon the educational progress of this and other countries. This is only in brief some of the advantages that the Bureau has been to educational movements throughout this country and to the world. We regret we cannot make this sketch more extended.

JERIAH BONHAM.

Washington, D. C.

SUPT. W. B. POWELL, who for sixteen years was Superintendent of Schools at Aurora, Ill., was called to assume the educational direction of the schools in the capital of the United States.

The people, citizens, and representatives of the nation, who reside here, know full well how ably he has acquitted himself in the performance of his responsible duties. They know that he thoroughly understands the art of superintending the schools of a great city, and educational results have been secured worthy of the best records of the country.

We hope soon to give a resume of the school system of this city along all the lines of its important work?

#### ALUMNI MEETING.

INVITATIONS are out, earnestly requesting the members of the National Association of Alumni of the University of Virginia to attend a meeting at Washington, D. C., on Friday Evening, April 26th, at 1407 Massachusetts Ave. (N. W.) The meeting will continue until next day, at the National Museum, Smithsonian Institute. The call is signed by Wm. D. Cabell, Chairman of the Committee. Important subjects will be discussed at the meeting.

GEORGE E. LITTLE, Lecturer and Institute Instructor, has just returned to Washington from a successful lecture trip, taking in points in Ohio, Kentucky, Indiana, Illinois and Iowa. He is now engaged in revising the proof slips of his new book, mention of which will be found in our Literary column.

Mr. Little has attained a national reputation as a popular lecturer. He has studied in the famous art institutes of Paris and London. Since his return he has addressed large numbers of teachers. He is recognized as one of the foremost educators of the day; as one of the most entertaining speakers, he delights his audience with humorous sketches; the grave, the gay, the flights from the serious, the ludicrous and ridiculous, are all in the line of instruction.

Prof. Little is perhaps best known in the country by his marvelous "Chalk Talks." B.

Every right action and true thought sets the seal of its beauty on your person and face.

## The Teacher

Who advised her pupils to strengthen their minds by the use of Ayer's Sarsaparilla, appreciated the truth that bodily health is essential to mental vigor. For persons of delicate and feeble constitution, whether young or old, this medicine is remarkably beneficial. Be sure you get Ayer's Sarsaparilla.

"Every spring and fall I take a number of bottles of Ayer's Sarsaparilla, and am greatly benefited."—Mrs. James H. Eastman, Stoneham, Mass.

"I have taken Ayer's Sarsaparilla with great benefit to my general health."—Miss Thirza L. Crerar, Palmyra, Md.

"My daughter, twelve years of age, has suffered for the past year from

#### General Debility.

A few weeks since, we began to give her Ayer's Sarsaparilla. Her health has greatly improved."—Mrs. Harriet H. Battles, South Chelmsford, Mass.

"About a year ago I began using Ayer's Sarsaparilla as a remedy for debility and neuralgia resulting from malarial exposure in the army. I was in a very bad condition, but six bottles of the Sarsaparilla, with occasional doses of Ayer's Pills, have greatly improved my health. I am now able to work, and feel that I cannot say too much for your excellent remedies."—F. A. Pinkham, South Moluncus, Me.

"My daughter, sixteen years old, is using Ayer's Sarsaparilla with good effect."—Rev. S. J. Graham, United Brethren Church, Buckhannon, W. Va.

"I suffered from

#### Nervous Prostration,

with lame back and headache, and have been much benefited by the use of Ayer's Sarsaparilla. I am now 80 years of age, and am satisfied that my present health and prolonged life are due to the use of Ayer's Sarsaparilla."—Lucy Moffitt, Killingly, Conn.

Mrs. Ann H. Farnsworth, a lady 79 years old, So. Woodstock, Vt., writes: "After several weeks' suffering from nervous prostration, I procured a bottle of Ayer's Sarsaparilla, and before I had taken half of it my usual health returned."

#### Ayer's Sarsaparilla,

PREPARED BY

Dr. J. C. Ayer & Co., Lowell, Mass.  
Price \$1; six bottles, \$5. Worth \$5 a bottle.

#### TENNESSEE.

PROF. A. C. TERRY, of Oneida, Tenn., says, "I send the names of fifty petitioners for the Blair Bill. The people of this part of grand old Tennessee feel the need of better schools and of longer school terms. We know the passage of the Blair Bill will help us materially in this direction."

Our schools in this part of the State average only about *seventy days* of six hours, provided *all* attend every day. But few attend even this short time, and the teachers generally wait about *six months* even for the pay for this short time. By all means let us have the Blair Bill passed early."

Tennessee would secure an addition to her school fund of over *Five Millions* of money by the passage of the Blair Bill. We hope every teacher, tax-payer and school officer in the State will sign and send in petitions without further delay, for the passage of this bill.

The school teachers and tax-payers need the *Five Millions* of money now, and with a united effort they can secure it. It is worth an immediate trial.

# LOUISIANA

EDITION

## American Journal of Education.

\$1.00 per year in advance.

G. D. ALEXANDER, Minden, La. } Editors.  
J. B. MERWIN .....

LOUISIANA, you see, will secure nearly four millions of money for school purposes by the passage of the Blair Bill.

We shall be glad to render effective and permanent help to the teachers and school officers of this State, if they will write us fully and give us the facts as to their necessities. We want these facts to lay before the people and before Congress.

LET us if possible and practicable, keep the schools open nine months during the year, and in order to secure good teachers pay good salaries, and let us pay the teachers promptly at the end of each month as other State and County officers are paid in all the States.

THE school all the time in a quiet, effectual way, trains to habits of order, promptness, obedience toleration and politeness—of mutual help, and mutual forbearance resulting in the highest type of morality. It trains to citizenship and self-restraint. In fact, these indirect advantages are nearly equal to the direct advantages sought for.

### GETTING READY.

"To entertain these fair, well spoken visitors."  
—SHAK.

PROF. FRANK GOODMAN, of Nashville, Tenn., is already devoting his best energies to find out how many people can be accommodated by private families during the meeting of the

NATIONAL EDUCATIONAL ASSOCIATION

next July. He is sending out circular letters through the city. The circular says:

"The Local Executive Committee now calls on every lady in Nashville, who has the interest of the city at heart, and upon friends of education, to assist in securing accommodations for our guests. If they are comfortably entertained, it will redound more to the credit of Nashville and the enjoyment of our visitors than any other one thing during their stay.

All visitors expect to pay for their board and lodging, and all that is asked is plain board and comfortable rooms. In fact the main trouble will be in providing lodging, for already a number of ladies have discussed plans for opening rooms in the central part of the city and furnishing meals, and the "Tennessee Kitchen" will doubtless be in active operation, and also the ladies societies of several of the churches, which will be a great help in caring for our visitors.

If any of our citizens desire to make

some of these visitors literally the guests of the city and extend them free use of rooms, if not board, we shall be glad to be informed of the fact at once. From present indications, it would appear as though we would have from 8,000 to 10,000 visitors, and aside from the extensive preparations being made by all the hotels, we will have some 5,000 to locate in boarding places and private families."

Mr. John W. Mass, of the Louisville and Nashville Railroad, in St. Louis, has arranged for fast trains direct from St. Louis to Nashville, with Sleeping Cars, etc., so as to make a short run of about twelve hours.

The splendid attractions of St. Louis—Shaw's wonderful Botanical Garden, the Zoological Garden, the parks, drives, etc., will all be at their best, and a day or two in St. Louis, the metropolis of the Mississippi Valley, will be well worth the time.

Teachers and others en route from Dakota, Wyoming, Colorado, Kansas, Iowa and Illinois, should arrange, if possible, to tarry a day or two with us, and then take the Louisville and Nashville R. R., direct to the city of Nashville.

Mr. John W. Mass will respond fully and promptly to all letters of inquiry addressed to him at St. Louis, Mo.

### SCHOOL BOOK TRUST.

THERE is much being said nowadays about "school book trusts." Some of the talk is wise, but most of it is otherwise. A great many people are doing a great deal of talking without understanding what they talk about. A "Trust" in its ordinary sense means a combination for the purpose of controlling prices of some commodity. In this sense there is no book trust. The association of school-book publishers has to do solely with the introduction of books, but has nothing whatever to do with the prices of books. The articles of association expressly provide that each publisher shall be free to fix his own prices and his own discounts, and there be no restraint as to the number of books published.

While the rules of the association will not allow one house to use its influence and its agents to put out the books of another house in the association, any school board is at liberty to examine books for itself, and can put out the books of any house and put in the books of any other house. Since the formation of the present book association, six years ago, the price of not a single school-book has been advanced, and on the contrary the prices of many books have been reduced.

Owing to the fact that agents are not allowed to displace books, changes of books are much less frequent than formerly, and in this way the people have been specially favored. In no respect does this association interfere

with the liberty of free choice of books, and in no case does it enhance the price of books; but on the other hand it in some ways is a positive benefit to the people.

The Journal believes that too much money is spent in making some of our school-books, and in some cases the prices are too high, but it insists that the so-called "Book Trust" has nothing whatever to do with it.—*Indiana School Journal*, March, 1889.

SHAKESPEARE it seems, uses about 15,000 words; Milton, 8,000, but the new Century Dictionary, upon which Prof. Whitney has been engaged for the past seven years, with fifty experts to assist him, will embrace, it is said, about 200,000 words, while the whole of the Old Testament comprises less than 5,500.

The new Century Dictionary surpasses all precedent in the history of languages, and may be said to represent a measure of enterprise and progress never before known on the earth.

People in ordinary conversation do not use more than 3,000 or 4,000 words, while the uneducated often get along, even in the halls of Congress, with a few hundred, and the few hundred are not used for wise and patriotic purposes—as witness, for example, the case of Carlisle and his co-conspirators in reference to the Blair Bill.

### RECENT LITERATURE.

CHARLES FRANCIS ADAMS, President of the Union Pacific, will contribute a striking Railroad article to the April *Scribner*, on the "Prevention of Strikes." He proposes a plan which, if carried out, would be almost a revolution in the relation of railroad employers and employees.

AN important undertaking is promised by the Leonard Scott Publication Company in the American edition of the *Nineteenth Century* for March, in the shape of an American Supplement, containing a series of papers by some of the foremost of our educators on the relation of examinations to education. This subject has attracted considerable attention in England of late, having been started by the "Signed Protest" in the November *Nineteenth Century*. The present papers, presenting the subject from an American standpoint, will be by Ex President McCosh of Princeton. Presidents Adams of Cornell, Angell of the University of Michigan, Carter of Williams, Eaton of Marietta, Gilman of Johns Hopkins, Magill of Swarthmore, Pepper of Colby, Rhodes of Bryn Mawr, and Sharpless of Haverford; Chancellors John Hall of the University of the City of New York, and Sims of Syracuse; Professors Cook of the University of California, Harper of Yale, Harris of Concord, Hunt of Princeton, Rogers of Haverford, and David Swing of Chicago; Rev. Dr. Crosby, Hamilton W. Mabie, Esq., and Barr Ferree, Esq., of New York. Dr. William Burnham will also contribute, and Prof. Thompson of the University of Pennsylvania. The Symposium promises to form a most important contribution to the discussion of a very difficult question of educational methods.

The *Popular Science Monthly* for April has a paper on "The Psychology of Spiritualism," by Prof. Joseph Jastrow, explaining how the human mind can be duped by them. Other articles are: "Agnosticism," by Prof. T. H. Huxley; "Zoological Gardens—Their Use

and Management," by R. W. Shufeldt; "Science and Christian Science," by F. A. Fernald; "Sketch of James Pollard Esq.," with portrait; and other papers, with Editor's Table, Popular Miscellany, etc. New York: D. Appleton & Co. \$5 per year.

The beautiful frontispiece of *St. Nicholas* for April, is "Elsie Leslie Hyde." Other subjects are: "The Bells of St. Anne," "Ancient and Modern Artillery," "The Cobb Family," "The Story of a Doll House," "The Routine of the Republic," "A Bit of Color," "The Bunny Stories," and "A Home-made Scare." The number is finely illustrated. \$3 a year; 25 cts. a number. The Century Co., Union Square, New York.

*Scribner's Magazine* for April contains illustrations of "Climbing St. Elias," with a graphic description of this difficult enterprise. "The Prevention of Railroad Strikes" by Chas. Francis Adams, discusses in an able and suggestive way a very important subject. "The Building of an Ocean Greyhound" give us a glimpse of how the skilled work of the shipwright is conducted. New York: Charles Scribner's Sons. 25 cts. a number.

THE *Story Cards* for Primary Classes by the Eastern Education Bureau, Boston, Mass., are a fine thing, and will win their way to a large use deservedly.

HENRIK IBSEN, the Norwegian dramatist—a great literary genius—is the subject of an interesting paper in the April *Scribner's*. A remarkable portrait, engraved by T. Johnson, shows a large face with firm mouth and chin, heavy white hair, a broad, high forehead, and kind eyes.

THE *Cosmopolitan* aims to be an eminently popular magazine upon the broadest possible basis. It is untrammelled by any traditions or standards. It furnishes a strong, wholesome, illustrated monthly, alert to all opportunities for increasing its attractions. Popular timely topics constitute its chief materials, and every part of the world seems to contribute to its symmetry. Such distinguished writers are working for it that it has already achieved success.

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"To him who in the love of Nature holds communion with her visible forms, she speaks a various language."—Bryant.

WE call attention to the advertisement of Prof. J. A. Lawrence in another column. He sends a free recipe to any catarrh sufferer. 1t

OUR advertisers wish to reach the best and most influential class of people, and they like to hear when and where an advertisement is seen; so if our readers will mention the fact when they drop advertisers a line of inquiry in regard to their wares—that they found the matter in this JOURNAL, it will be a benefit all round.

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This amount is needed now to pay adequate salaries; to make the school terms longer, and to increase the school facilities, so that the uneducated youth now coming on to the stage of action may be prepared for the responsible duties of American citizenship.

We hope the teachers and educators of Mississippi will write us, giving us the exact condition of the schools; the length of the school terms; the number in attendance, and the number absent.

We shall try to use these facts so as to secure a remedy for existing defects.

Is it not a fact that the tax-payers and the people need to know more about what our teachers are doing in the schools, and do not the school teachers too, need to know more about the people, their wants and their condition?

The tendency at present is toward a closer union of effort between teachers and parents. The ways and means and worth of the school are better known to parents than formerly.

Schools are conducted with more regard for the wishes and interests of the tax-payers. In many counties the channel of intercourse between the schools and the parents is the county paper containing an educational column. If our teachers wake up the county papers and through them wake up the community to the value and importance of their work, great good will be done. The printed page is to become more and more the regenerating power of the people. By all means keep up an interesting, crisp educational column of short items in the county newspapers, as to the progress made by the pupils in their studies. Our teachers, themselves, would be greatly benefited by shaping and stating these facts in print.

PRESIDENT Harrison voted to place \$77,000,000 of the surplus now in the United States Treasury, into the school fund of the several States to maintain and strengthen the schools of these States.

THE reason some of our teachers are persecuted is, that they entertain, advocate, and illustrate new ideas that burst the shell of a mossback.

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OLD travelers to Baltimore, Washington, Philadelphia and New York from St. Louis and Chicago, do not need to be told that the

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THE marvels of the human mind are the implements our teachers use to build for us a better civilization, a wiser humanity. These marvels are our precious inheritance.

OUR teachers confirm and reveal the new primal moral laws to the people, and show their far reaching relations.

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A clergyman, after years of suffering from that loathsome disease, Catarrh, and vainly trying every known remedy, at last found a recipe which completely cured and saved him from death. Any sufferer from this dreadful disease sending a self-addressed stamped envelope to Prof. J. A. Lawrence, 88 Warren St., New York City, will receive the recipe free of charge.

THESE poets, philosophers, thinkers—these producers of nobility—must be interpreted, commented upon, and their wealth of life must be revealed by our teachers to the common people. They must be recited by the children, explained and given out in their fullness and in their beauty.

### NATURE'S WONDER!

#### THE HOT SPRINGS OF ARKANSAS.

OWING to the very heavy business to this famous all-year-round resort, the Iron Mountain Route has arranged to run an extra Pullman Sleeping Car between St. Louis and Malvern, in addition to the three Sleeping Cars which are run through daily to San Antonio, Galveston and El Paso.

This car will leave St. Louis at 8.05 P. M., Tuesdays, Thursdays and Saturdays, until further notice.

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Over 25 Pounds Gain in Ten Weeks. Experience of a Prominent Citizen.

THE CALIFORNIA SOCIETY FOR THE SUPPRESSION OF VICE.  
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I took a severe cold upon my chest and lungs and did not give it proper attention; it developed into bronchitis, and in the fall of the same year I was threatened with consumption. Physicians ordered me to a more congenial climate, and I came to San Francisco. Soon after my arrival I commenced taking Scott's Emulsion of Cod Liver Oil with Hypophosphites regularly three times a day. In ten weeks my avoirdupois went from 155 to 180 pounds and over; the cough meantime ceased. C. R. BENNETT.

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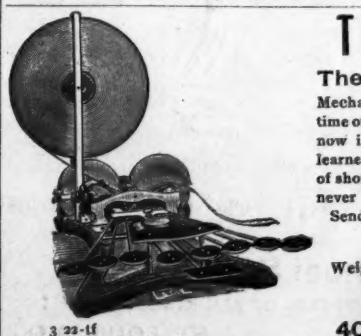
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